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ABSTRACT

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the board rules and administrative procedures required to implement state legislative and local board pupil progression requirements. Sections of the document cover general procedures for promotions and assignments; promotion and placement in the elementary school; promotion and placement in the secondary school; a summary of pupil progression requirements in the secondary school; the minimum standards for promotion and placement in mathematics and communication skills at the third, fifth, eighth, and eleventh grades; methods of reporting student progress; and provisions for speakers of languages other than English and for exceptional students. (Author/IRT)

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Pupil Progression Plan

for the

Dade County Public Schools

1977

EA 009 224

DIVISION OF INSTRUCTIONAL PLANNING AND SUPPORT

January 19, 1977

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

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Division of Instructional Planning and Support
January 19, 1977

TABLE OF CONTENTS

		Page
FOREWORD		1
DRAFT REVISED RULE 6Gx13-5B-1.04		3
PUPIL PROGRESSION REQUIREMENTS AND PROCEDURES INTRODUCTION		6
I.	GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND ADMINISTRATIVE PLACEMENT GRADES K-12	7
II.	PROMOTION AND PLACEMENT WITHIN THE ELEMENTARY SCHOOL	
	A. Primary Grades--Kindergarten, One, Two, and Three	9
	B. Additional Requirements for Promotion from Primary to Intermediate Grades	10
	C. Promotion and Placement in the Intermediate Grades	11
	D. Additional Requirements for Promotion and Placement from Grade Five to Grade Six	11
	E. Promotion and Special Assignment from Elementary School (Grade Six) to Junior High School (Grade Seven)	12
	F. Revised Program of Study--Elementary Schools (K-6)	12
III.	PROMOTION AND PLACEMENT IN THE SECONDARY SCHOOL	
	A. Promotion and Placement within the Junior High School--Grades 7, 8, 9	14
	B. Additional Requirements for Promotion from Grade Eight to Grade Nine	15
	C. Promotion from Junior High to Senior High Grade Nine to Grade Ten	15
	D. Required Courses of Study--Grades Seven through Nine	16
	E. Promotion within the Senior High School--Grades Ten, Eleven, Twelve	17
	F. Promotion from Grade Eleven to Grade Twelve	18

		Page
III.	PROMOTION AND PLACEMENT IN THE SECONDARY SCHOOL (Continued)	
	G. Graduation from Senior High School or Adult Center	18
	H. Additional Provisions	19
	I. Required Courses of Study--Grades Ten through Twelve	20
	J. Required Courses of Study in the Adult High School Program	20
	K. High School Equivalency Diploma	21
IV.	SUMMARY OF PUPIL PROGRESSION REQUIREMENTS SECONDARY SCHOOL	22
V.	MINIMUM STANDARDS FOR PROMOTION AND PLACEMENT	24
	Mathematics Minimal Milestone Objectives	25
	Mathematics Minimal Objectives--	
	Third Grade	26
	Fifth Grade	26
	Eighth Grade	27
	Eleventh Grade	28
	Communication Skills Minimal Milestone Objectives	29
	Communication Skills Minimal Objectives--	
	Third Grade	30
	Fifth Grade	30
	Eighth Grade	31
	Eleventh Grade	32
VI.	REPORTING STUDENT PROGRESS	
	A. Report Cards, K-12	34
	B. Report Card Grades	34
	C. Notices to Parents and Students	35
VII.	PROVISIONS FOR SPEAKERS OF LANGUAGES OTHER THAN ENGLISH AND EXCEPTIONAL CHILD STUDENTS	36

FOREWORD

The purpose of this document, Pupil Progression Plan for the Dade County Public Schools, 1977, is to present to school personnel, parents, students and other interested citizens the Board Rule and administrative procedures required to implement state legislative and local Board pupil progression requirements.

In April, 1976, the School Board of Dade County, Florida received and subsequently adopted on May 18, 1976, the Early Childhood and Basic Skills Plan, 1976-77, which, in addition to describing instructional programs required in the Dade County Public Schools, directed that:

> "During 1976-77, the Division of Elementary and Secondary Education develop a set of minimum performance standards for mathematics, reading and writing skills. Performance objectives will be identified as standards for promotion from third to fourth grade, sixth to seventh grade, ninth to tenth grade, and for graduation from high school. The standards are to be used as promotion and graduation requirements and as the basis for assignment to special intervention programs which are to be phased in as rapidly as resources permit. The standards will be developed and implemented during the 1976-77 school year.
>
> Appropriate instrumentation and procedures for determining each individual student's level of mastery of performance standards will be developed and implemented during the 1976-77 school year. Third, sixth and ninth grade students in regular programs not meeting the prescribed standards at the close of the 1976-77 school year will either not be promoted or they will be assigned to an appropriate intervention program before assignment to the next grade.
>
> During 1976-77, instrumentation and procedures for determining whether standards have been met for graduation from high school will be developed. The procedure will be applied to all seniors in the spring of 1977 and the results reported to senior high schools and adult education centers to be used as the principals determine appropriate. The meeting of standards will become a requirement for graduation in June 1978. Students not meeting these standards will either not be graduated at that time or will receive a differentiated diploma.
>
> The development of criteria, instruments and procedures to determine whether individual students in grades 3, 6, 9, and 12 have met the performance standards will be required in subsequent years to maintain and refine the program."

In June, 1976 the Florida State Legislature passed into law the Educational Accountability Act of 1976 which includes a statutory requirement that each school district in the State of Florida establish a comprehensive program for pupil progression. The Act specifically requires that:

> "(1) By July 1, 1977, each district school board shall establish a comprehensive program for pupil progression which shall be based upon an evaluation of each pupil's performance, including how well he masters the minimum performance standards approved by the state board.

(2) The district program for pupil progression shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the minimum performance standards approved by the State Board of Education. Particular emphasis, however, shall be placed upon the pupil's mastery of the basic skills, especially reading, before he is promoted from the third, fifth, eighth and eleventh grades. Other pertinent factors considered by the teacher before recommending that a pupil progress from one grade to another shall be prescribed by the district school board in its rules.

(3) Beginning with the 1978-79 school year, each district school board shall establish standards for graduation from its secondary schools. Such standards shall include, but not be limited to, mastery of the basic skills and satisfactory performance in functional literacy as determined by the State Board of Education, and the completion of the minimum number of credits required by the district school board. Each district shall develop procedures for the remediation of those students who are unable to meet such standards. Based on these standards each district shall provide for the awarding of certificates of attendance and may provide for differentiated diplomas to correspond with the varying achievement levels or competencies of its secondary students."

In order to better coordinate the previously adopted local requirements with the newly enacted accountability legislation, the Board passed on September 22, 1976, a motion requiring the following action:

"That the Board direct the staff to develop procedures, with the exception of the tests which the state must produce, to assure that required local standards in the basic skills are used as a condition for student promotion or special assignment. These local standards are to be implemented in the Dade County Public Schools during the 1976-77 school year."

This Pupil Progression Plan for the Dade County Public Schools, 1977 has been developed in response to the Board directive and the State's accountability legislation. The process employed in the development of the plan was one designed to encourage maximum involvement of the school system's professional staff, students, citizen advisory committees, the PTA/PTSA and other concerned groups. As a result of this review process, reactions reflecting the views of several thousand respondents were analyzed and many of the recommendations were incorporated in the final edition of the Pupil Progression Plan.

The reactions submitted as part of the review process clearly demonstrate the wide range of opinion which exists in this community, among both professional educators and lay public, regarding student performance, promotion, and graduation. *The plan, therefore, is not be interpreted as representing consensus opinion, but rather as one which represents staff's attempt to consider all opinions in the development of an educationally responsible plan which meets the intent of both the School Board and legislative actions.*

The following revised Board Rule 6Gx13-5B-1.04, upon adoption, supersedes Board Rules 6Gx13-5B-1.05 and 6Gx13-5B-1.11 and presents the Dade County Public Schools' policy governing pupil promotion and graduation.

DRAFT REVISED RULE

Elementary and Secondary and Adult

Promotion, Placement, and Graduation

The School Board of Dade County, Florida is dedicated to the total and continuous development of each pupil. The professional staff of the school system has the responsibility to develop administrative procedures to insure the placement of each pupil in the subjects, in the grade level, or in the special program best suited to meet the pupil's academic needs, with consideration given to the student's social, emotional and physical development.

Decisions regarding pupil promotion, retention and special placement are primarily the responsibilities of the individual school's professional staff; however, the final decision in regard to grade placement is the responsibility of the principal. Countywide standards, in accordance with which placement decisions must be made, will be developed by the Superintendent and the administration in the form of a Pupil Progression Plan for the Dade County Public Schools. These standards, and the procedures for their implementation contained in the plan, are to reflect clearly that promotion in the Dade County Public Schools is based primarily on pupil achievement and is not an automatic process.

The measures which are employed to implement the standards must clearly reflect the multi-cultural composition of this community. Students must be provided placements which are appropriate for their English language competency and cultural background. The acquisition of English language skills is the highest instructional priority for speakers of other languages. Grade placement and promotion, however, are to be based on the student's performance in his dominant language while the student is in the process of becoming independent in English.

The purpose of the instructional program in the district's schools is to provide appropriate instruction and selected services to enable students to perform academically at their grade level or higher. However, in recognition of the wide range of students' abilities, motivation, interests and development, the Superintendent will establish minimum standards in the basic skills of reading, writing and mathematics which all pupils must meet as one condition for promotion within the school district. These standards should be such that they assure minimally that all pupils promoted within the district can benefit from the next grade level of instruction and that those who earn a diploma from a senior high school or adult center have sufficient basic skills to function effectively in the community. The Pupil Progression Plan will provide assurance that all pupils within the Dade County Public Schools who are promoted or receive a diploma have met and/or exceeded all of the requirements mandated by the State of Florida and by the School Board.

As part of the Pupil Progression Plan, procedures are to be established to achieve parent understanding, cooperation and acceptance of the pupil's promotion or placement with the knowledge that, within district and state regulations, the final decision regarding grade placement remains the prerogative of

Elementary and Secondary and Adult

Promotion, Placement, and Graduation (continued)

the principal. The pupil, the parent and other interested patrons must have ample opportunity to understand fully the promotion and placement requirements of the district. When it becomes evident that the standards or requirements for promotion may not be met, parents of students in the K-12 program and adult students must be informed of the possibility of retention or special placement. Student grades, unsatisfactory work notices, parent reports on state assessment and/or standardized testing, parent conferences, and adult pupil conferences should serve as the primary means of communicating student progress and achievement of the standards.

SPECIFIC AUTHORITY F.S. 232.245

PUPIL PROGRESSION REQUIREMENTS

AND

PROCEDURES

INTRODUCTION

It is expected that with appropriate motivation the vast majority of Dade County Public School pupils who receive appropriate instruction can make satisfactory progress through the grades. It is expected that most will be able, each year, to achieve a level of academic proficiency and social and emotional development which will enable them to benefit from instruction in the next grade. However, for a variety of reasons, individuals may require more than the usual amount of time in school to develop their educational potential. Therefore, this Pupil Progression Plan for the Dade County Public Schools, 1977, which implements Board Rule 6Gx13-5B-1.04, and establishes procedures which are to be followed, has been developed to provide each student with the maximum opportunity to succeed in school.

It is intended that the grade placement of each pupil be made to serve the best interest of the pupil. Promotion, retention, or special assignment procedures contained in this Pupil Progression Plan are designed for this purpose--to assure that each student in the Dade County Public Schools is placed in an instructional program in which the student can achieve academically and develop emotionally, socially and physically.

I. GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND ADMINISTRATIVE PLACEMENT, GRADES K-12

1. Pupil promotion in the Dade County Public Schools is based upon an evaluation of each pupil's achievement in terms of appropriate instructional goals. The basis for making the determination should reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, standardized tests, state assessment, and other objective data. The primary responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom teacher, subject to review and approval of the principal.

2. Minimum districtwide standards for promotion are established in this Pupil Progression Plan. The average pupil should perform well above these standards. Meeting the minimum standards does not automatically result in pupil promotion. Consideration may be given to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.

3. Pupils who do not satisfactorily achieve established objectives for the grade to which they are assigned will be assigned to the same grade for the next school year or given an assignment to a special program, e.g., alternative school, special class within the regular school, summer program, etc. These pupils are to be provided instruction designed to continue their progress toward mastery of the required standards. Since this school district is committed to a continuous progress, diagnostic/prescriptive program in the basic skills, pupil retention is to be used as one administrative procedure to provide pupils with additional time to master skills required for success in the next higher grade,

4. Including kindergarten, a student should complete the primary grades (K-3) in no more than five years, the intermediate grades (4-6) in no more than four years, and the junior high grades (7-9) in no more than four years. Under most circumstances, a student may be retained only once in the primary grades, once in the intermediate grades, and once in the junior high grades; however, on the recommendation of the principal and with the approval of the area superintendent, a student may be retained a second time in the primary, intermediate and/or junior high grade groupings. The time required to complete senior high school will depend upon the time necessary to earn the required credits for the diploma or the certificate of attendance.

5. Parents or adult students must be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. An acknowledgment of such notification should be obtained. Report card grades must clearly reflect the student's level of achievement. Parents must be able to assume that students earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade or the course in which they are enrolled. Satisfactory grades in remedial programs must indicate that the student is working satisfactorily in a program below the range acceptable for the grade assignment. The opportunity for a conference with the teacher or principal must be provided the parents of any child who may be retained. (See pp. 34 to 35 of this plan for detailed reporting procedures.)

6. Any pupil who has been retained may be assigned at any time during the next school year to the next higher grade if the principal determines standards have been met and that the student will be able to benefit from instruction at the higher grade. Normally, this assignment occurs at the end of a quinmester if such an assignment results in the child transferring to another school.

7. A pupil who has been previously retained who still has not met minimum standards, and who may not benefit from special assignment in the same grade, may be administratively assigned by the principal to the next higher grade. In cases where a student has not been retained at least once in the primary, intermediate or junior high grade groupings (as outlined on page 7, item 4), the principal must receive written authorization from the area superintendent or designee before administrative placement can take place. In all cases, the student's cumulative guidance record and report card should indicate "grade assignment by administrative placement," the major reason(s) why the placement was made, and the name of the principal who initiated the placement.

   Parents should be notified formally in writing that their child is being administratively placed in the next higher grade. A copy of this notification should be placed in the cumulative guidance record.

8. School personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement; the final decision as to grade placement, however, is the responsibility of the principal.

9. The assignment of a pupil to a higher grade which results in the student skipping a grade or part of a grade should be made on the basis of exceptionally high achievement by the pupil and evidence that the pupil will benefit more from the instructional program at the advanced grade level. The probable long range academic, social and emotional effect of the decision should be considered. The principal has the responsibility for making such assignments. A child will not be accelerated without parental consent.

   The student's cumulative guidance record and report card should be noted to indicate "accelerated grade placement," major reason(s) for the assignment, and the name of the principal who has made the placement.

   Parents should be notified formally in writing that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification should be placed in the cumulative guidance record.

10. All students who appear to be having difficulty meeting promotion requirements should be evaluated carefully by the professional staff to be certain that the child does not require exceptional child assignment. Students who are to be retained must receive counseling services and may be recommended for evaluation by specialists if the principal and teacher feel such a referral would benefit the child.

    Any child in elementary or junior high who has been retained one year and is recommended for retention a second year is to be referred for an evaluation by appropriate specialists; e.g., psychologists, reading specialists, etc.

11. The grade placement of students transferring from other states or private schools will be determined by the principal of the receiving school. Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for that grade placement in the school from which the student is tranferring.

12. All foreign-born students will receive a recommended grade placement from the Foreign Student Registration Center after an evaluation of the student's records has been made. Adjustments to these placements may be made by the school principal after conferring with the Supervisor of Attendance. (See Section 3, Procedural Guide to Attendance Services)

II. PROMOTION AND PLACEMENT WITHIN THE ELEMENTARY SCHOOL

A. Promotion and Placement in the Primary Grades--Kindergarten, One, Two, and Three

1. Children who will be five years of age on or before January 1 of the entering school year will be placed in kindergarten. An exception to this is:

   Children who will be age 6 prior to June 30 of the entering school year are eligible to participate in the Early Entrance to First Grade Program. When the child successfully completes the state-mandated requirements, placement in first grade will take place during the first 20 days of school.

2. In December of the entering school year, the countywide testing program for all regular kindergarten students will be administered. Results of this screening will identify students who will be given consideration for further screening and psychological testing to determine if special placement is indicated in each case. For students not placed in exceptional child classes whose test scores in kindergarten and first grade consistently fall in the lower percentile range:

   a. Parents will be notified, in writing, of this observable trend.

   b. A parent conference will be held and other information regarding student achievement should be available for discussion.

   c. School personnel should be prepared to recommend attendance at the summer quinmester, participation in an after-school tutoring program, if available, or other means of providing academic and/or developmental assistance to the student.

   Every effort should be made to assure that the child will develop sufficient skills, behaviors and attitudes to warrant promotion; however, if such is not the case retention or special assignment should take place to provide an appropriate foundation for future school success. A child may be retained in kindergarten only with parental consent, in compliance with Florida statutes.

3. It is the responsibility of all primary grade teachers to identify pupils who do not appear to be able to make satisfactory progress towards the grade level objectives, particularly in the basic skills, or who are immature physically, socially and/or emotionally.

Faculties are to establish procedures for teachers to notify parents when it is apparent that a pupil is not able to achieve at the minimum level expected of the grade, and in cooperation with the parents, attempt to provide special help for the pupil. Pupils who still have not made satisfactory progress in the basic skills should be assigned to a special program, or should be retained an additional year in the primary grades to continue in a diagnostic/prescriptive, continuous progress program in reading, writing and mathematics.

4. Pupils who have been retained in the primary grades but who could meet promotion requirements in less than a full year should be counseled into a summer program and re-evaluated at the end of the summer quinmester. Their assignment for the following quinmester could be adjusted, based on their achievement during the summer.

5. To the extent that resources are available, each school should create special primary classes of a reduced class size to emphasize basic skills instruction for those pupils who require more intensive instruction or an extra year in the primary grades. These classes may be designated as the primary basic skills classes.

B. Additional Requirements for Promotion from Primary to Intermediate Grades

1. In addition to meeting all other requirements of this plan, a pupil must successfully meet districtwide standards in reading, writing and mathematics to be promoted from primary grades to intermediate grades (grade 3 to grade 4) in any Dade County Public School.

   The specific standards for primary grade promotion are presented on pages 26 and 30 of this plan. Pupils not meeting these standards may not be assigned to the fourth grade unless, under unusual circumstances, the procedure for administrative placement has been implemented. (See Section I, item 7, page 8)

2. Pupils being promoted from primary to intermediate must also meet all requirements for promotion which have been established by the Florida State Board of Education.

3. Student mastery of the basic skills may be interpreted as being minimally satisfactory for promotion from third grade when a pupil is able to function in the basic skills areas of reading, writing, and mathematics at a level within a year and a half of third grade entry level. A child who has been retained once in the primary grades and still has not acquired the minimal reading, writing, and mathematics skills may not be promoted to fourth grade. Under these circumstances, administrative placement procedures should be implemented. (See Section I, item 7, page 8) These pupils should be recommended for special assignment in the intermediate grades in a program such as an intermediate basic skills class.

C. Promotion and Placement in the Intermediate Grades -- Grades Four, Five, and Six

1. Promotion in the intermediate grades is to be based on pupil progression in the basic skills and on the pupil's ability to apply the basic skills to the study of other subject areas.

2. It is expected that each pupil promoted from grades four, five and six will have achieved during each school year at a level in the basic skills which exceeds at least one half year's progress. This determination should be made after a careful analysis of all available data, including standardized test results, state assessment results, progress tests, daily assignments, teacher observations, and other objective information. This represents the minimal expectation for all students in the regular program. The typical student should make a year's progress each year.

   Appropriate procedures should be followed by the classroom teacher to continuously and carefully observe and assess each pupil's performance throughout the school year to determine if expected achievement levels are being met. Under no circumstances should pupil performance be judged solely on the basis of a single test.

3. In addition to basic skills achievement, pupils in grades four to six are expected to earn passing grades in the majority of the other required subject areas as a condition for promotion.

4. Pupils who have been retained in the intermediate grades who could meet promotion requirements in less than a full year should be counseled into a summer program and re-evaluated at the end of the summer. Their assignment for the following quinmester could be adjusted, based on their achievement during the summer.

5. To the extent that resources are available, each school should create special intermediate classes of reduced class size to emphasize basic skills instruction for those pupils who require more intensive instruction or an extra year in the intermediate grades. These classes may be designated as the intermediate basic skills classes without a grade level designation.

D. Additional Requirements for Promotion and Placement from Grade Five to Grade Six

1. In addition to meeting all other requirements of this plan, a pupil must successfully meet districtwide standards in reading, writing and mathematics for promotion from grade five to grade six in any Dade County Public School.

   The specific standards for grade five promotion are presented on pages 26, 30 and 31 of the plan. Pupils not meeting these standards may not be assigned to sixth grade unless unusual circumstances indicate the procedure for administrative placement should be implemented. (See Section I, item 7, page 8)

2. Pupils being promoted from grade five to grade six must also meet all requirements for promotion which have been established by the Florida State Board of Education.

E. Promotion and Special Assignment from Elementary School (Grade six) to Junior High School (Grade seven)

1. The completion of an American history program is a further requirement for promotion from elementary to junior high school. Most pupils will have studied this subject in the fifth grade; however, those pupils who did not receive a passing grade in American History, but met the other requirements for promotion to sixth grade, are to be given the opportunity to take the subject in the sixth grade.

2. If a pupil has completed nine years in the elementary school (eight) years excluding kindergarten) and still has not met the requirement for promotion to the seventh grade, the student should be recommended for special assignment at the junior high level. Special assignments may include assignment within the regular junior high school or to a special center. Such pupils may be assigned to a junior high basic skills class for at least half the school day. The procedure for administrative placement (see Section I, item 7, page 8) must be followed in these instances.

F. Required Program of Study -- Elementary Schools (Kindergarten - Sixth Grade)

1. The required program of study for elementary school grades in the Dade County Public Schools reflects state and local requirements for elementary education. The following areas of study are required for each grade, K-6.

Required Programs:
- Art
- Health
- Language Arts or ESOL
- Mathematics
- Music
- Physical Education
- Reading
- Safety
- Science
- Social Studies (American History, Grade 5)

Optional Programs:
- Foreign Language
- Industrial Arts

In addition, state law requires that economic education be taught in the elementary school and School Board requirements, supported by the State's Comprehensive Health Education Act, require that substance education be included in the elementary program. Local School Board policy requires that English for Speakers of Other Languages (ESOL) be provided for those pupils in need of such instruction. Spanish-S is an elective for all elementary pupils with native proficiency in speaking Spanish and Spanish FL/SL is a foreign language elective in those grades to which appropriate staff is allocated. In addition, a Board approved exceptional child program is required as specified by state statutes and State Department of Education Regulations.

The Early Childhood and Basic Skills Plan, adopted by the School Board on May 18, 1976, describes diagnostic/prescriptive instructional programs required in the basic skills and establishes requirements for providing a balanced curriculum in the elementary schools.

The Division of Instructional Planning and support shall identify and/or develop instructional materials and staff development activities which have the potential to implement the required program in the various instructional areas. Upon approval of the area superintendent or designee(s), the Deputy Superintendent for Instruction may approve a school's plan to use alternate approaches to meeting the requirements.

III. PROMOTION AND PLACEMENT IN THE SECONDARY SCHOOL

A. Promotion and Placement Within the Junior High School--Grades 7, 8, 9

1. In order to be promoted to the next higher grade within the junior high school, a student must earn four quinmester credits in language arts and four quinmester credits in mathematics. If during a school year, a student has failed one quinmester out of four of either a regular language arts or a regular mathematics program, the principal may waive the fourth quinmester credit requirement in language arts or mathematics if the student's performance indicates the following: (a) the student has earned three quinmester credits in a regular language arts and/or a regular mathematics program and the student's overall level of achievement can be considered passing for the year; and (b) the student's basic skills instructional needs have been met.

2. The teachers of remedial language arts and mathematics are to consider pupils whose progress exceeds at least one-half year's progress for each year's instruction in reading and mathematics as having met the minimum level of achievement required to receive credit towards promotion. This determination should be made after a careful analysis of all available data including standardized test results, state assessment results, progress tests, daily assignments, teacher observation and other objective information. The student's successful mastery of the specific objectives of the course in which the student is enrolled, as determined by the teacher, is a further condition for passing the course.

   Appropriate procedures should be followed by teachers to continuously and carefully observe and assess each pupil's performance throughout the school year to determine if expected achievement levels are being met. Under no circumstances should pupil performance be judged solely on the basis of a single test.

3. In addition to the basic skills requirements, a student must receive a passing grade in nine courses out of 12 for students enrolled in five classes per quinmester, 12 out of 16 for students enrolled in six classes per quinmester.

4. Pupils who have been retained at the 7th, 8th or 9th grade, but who could meet promotion requirements in less than a full year, should be counseled into a summer program and re-evaluated at the end of the summer quinmester. Their assignment for the following quinmester could be adjusted, based on their achievement during the summer.

5. To the extent that resources are available, each junior high school should create special classes of a reduced class size to emphasize basic skills instruction for those pupils who have been administratively placed in the junior high and for other junior high students who cannot meet promotion standards for senior high school placement within the equivalent of four years. These classes may be designated as junior high basic skills classes without a grade level designation.

   Students may be assigned to a junior high basic skills class for at least half the school day. For the remainder of the day the pupil should be scheduled into courses according to the student's interest and ability to benefit from the instruction. Other course requirements may be waived for these pupils by the junior

high principal. A student shall earn remedial language arts credit, including reading, and remedial mathematics credit each quinmester for appropriate effort and demonstrated growth in the junior high basic skills class.

6. Students must also meet all other School Board approved or State mandated course requirements. (See pages 16, 17 and 23 for these requirements)

B. Additional Requirements for Promotion from Grade Eight to Grade Nine

1. In addition to meeting all other requirements of this plan, a pupil must successfully meet districtwide standards in reading, writing and mathematics to be promoted from grade eight to grade nine in any Dade County Public School.

   The specific standards for grade eight promotion are presented on pages 27, 28, 31 and 32 of the plan. Pupils not meeting these standards may not be assigned to ninth grade unless the procedure for administrative placement has been implemented. (See Section I, item 7, page 8)

2. Pupils being promoted from grade eight to grade nine must also meet all requirements for promotion which have been established by the Florida State Board of Education.

C. Promotion from Junior High to Senior High School--Grade Nine to Grade Ten

1. In addition to all other requirements for junior high contained in this plan, a student, in order to be promoted to 10th grade, must have earned a minimum of four of the twelve required quinmester language arts credits and four of the twelve required quinmester mathematics credits in courses designated as regular or advanced in Curriculum Bulletin I (1977-78 Revised Edition).

2. A student who has failed to earn the four regular language arts and four regular mathematics quinmester credits may substitute two remedial credits for each of the required regular credits. This results in a maximum requirement of sixteen language arts credits and sixteen mathematics credits for promotion to 10th grade. Principals may waive non-basic skill requirements to facilitate the substitution of remedial courses for regular course requirements, with the exception of those specifically required by state statute, State Board of Education Administrative Rules or Dade County School Board action.

3. In addition to twenty-four required basic skills credits, a student must have earned credit in twenty-seven courses out of 36 in a 5-period day school; 36 courses out of 48 in a 6-period day school. These credits may include all basic skills quinmester credits earned in addition to 12 in language arts and 12 in mathematics. This requirement may be adjusted to accommodate students attending schools with differing number of periods per day offered.

4. The completion of four quinmester credits in American History is a further requirement for promotion from junior high to senior high. Most pupils will have studied this subject in the eighth grade; however, those pupils who failed or did not take American History in the eighth grade, but met the other requirements for promotion to ninth grade, are to take the subject during the ninth grade.

5. If the pupil has completed the maximum number of quinmester credits in the junior high school (including sixteen quinmester credits in language arts and sixteen quinmester credits in mathematics), and still has not met the requirements for promotion to the tenth grade, the student should be recommended for special assignment in the senior high school as an initial placement. Under these circumstances, administrative placement procedures should be implemented. (See Section I, item 7, page 8). These students should be recommended for special assignment in a special center or in a program such as a senior high basic skills class.

D. Required Courses of Study--Grades Seven through Nine

Students are required to enroll in:

Each of the following for a full year or four quinmesters--in grades 7, 8 and 9:

Subject	Quinmesters
Language Arts (English SL should be taken by non-English-speaking students)	12 (Four must be earned from the regular program)
Mathematics	12 (Four must be earned from the regular program)

NOTE: Two remedial credits may be substituted for each of the regular credits required in language arts and mathematics. Principals may waive non-basic skill requirements not specifically required by state statutes, the Florida State Board of Education or the School Board of Dade County to facilitate the substitution of remedial courses for regular course requirements.

Subject	Quinmesters
Physical Education	8
Science	8
Social Studies (Must include four quinmesters of American History)	8

Each of the following as a unit of instruction--in grades 7, or 8, or 9:

Subject
Substance Abuse Education
Venereal Disease Education

NOTE: The following programs are specifically required by Florida Statutes, the Florida State Board of Education or the School Board of Dade County and, therefore, are requirements which may not be waived. These may be offered as units of instruction within the various authorized quinmester courses: Economic Education, Florida History and Government, Substance Abuse Education, and Venereal Disease Education.

The remainder of the junior high school experience is to be comprised of courses selected through procedures adopted by the school from the following:

Subject	Career Education Clusters
Agriculture	Careers in Agriculture and Allied Occupations
Art	Careers in Business and Allied Office Occupations
Business Education	Careers in Construction, Building Maintenance and Allied Occupations
Foreign Language (other than Spanish)	Careers in Criminal Justice System
Health Education	Careers in Electronics and Allied Occupations
Home and Family Education	Careers in Fine Arts and Allied Occupations
Humanities	Careers in Graphic Arts and Allied Occupations
Industrial Arts	Careers in Health and Allied Occupations
Language Arts	Careers in Home Economics and Allied Industrial Occupations
Mathematics	Careers in Mechanical and Allied Occupations
Music	Careers in MFG and Allied Machine Occupations
Physical Education	Careers in Sales and Marketing
Reading	
Science	
Social Studies	
Spanish (FL or SL)	
Spanish-S	
Vocational Courses	
Work Experience	

E. Promotion within the Senior High School--Grades Ten, Eleven, Twelve

1. In order for a student to be promoted from one grade to the next within the senior high school, the student must be granted a minimum of twenty quinmester credits as specified in the required courses of study for the senior high schools (see pages 20 and 23 of the plan). A minimum of four quinmester credits each year must be successfully completed in language arts. A student who is within four quinmester credits of the cumulative total necessary for promotion may be classified at the next higher grade but must acquire 60 quinmester credits, as specified, for graduation.

2. To the extent that resources are available, each senior high school should create special classes of a reduced class size to emphasize basic skills instruction for those pupils who have been administratively placed in the senior high and for other senior high students who cannot meet standards for a high school diploma. These classes may be designated as senior high basic skills classes without a grade level designation.

3. Students may be assigned to a senior high basic skills class for at least half the school day. For the remainder of the day the pupil should be scheduled into courses according to the student's interest and ability to benefit from the instruction. Other course requirements, with the exception of those specifically required by State Statute, Florida State Board of Education Rules, or Dade County School Board action, may be waived for these pupils by the senior high principal. A student shall earn remedial language arts credit, including reading, and remedial mathematics credit each quinmester for appropriate effort and demonstrated growth in the senior high basic skills class.

F. Promotion from Grade Eleven to Grade Twelve

1. In addition to meeting all other requirements of this plan, a pupil must successfully meet districtwide standards in reading, writing and mathematics to be promoted from grade 11 to grade 12 in any Dade County Public School.

   The specific standards for grade eleven promotion are presented on pages 28, 32, and 33 of the plan. Pupils not meeting these standards may not be assigned to twelfth grade unless, under unusual circumstances, the procedure for administrative placement has been implemented. (See Section I, item 7, page 8)

2. In addition to all other requirements, a student must attempt a minimum of four mathematics quinmester credits in grade ten or eleven but credits must be earned prior to graduation.

3. Pupils being promoted from grade eleven to grade twelve must also meet all requirements for promotion which have been established by the Florida State Board of Education.

G. Graduation from Senior High School or Adult Center

In order to comply with the requirements established by the Florida State Legislature, the district will provide for the awarding of a diploma and a certificate of attendance, effective the 1978-79 school year. Appropriate notations will be included on the diploma to reflect high levels of attainment and to reflect the area or areas of concentration which the graduate pursued. The specific notations will be developed through an appropriate review process.

A student completing the senior high school or adult program may earn either a diploma or a certificate of attendance.

1. Diploma

   A diploma will be awarded if the student has been granted 60 quinmester credits in grades 10-12 as specified in the required courses of study on pages 20 and 23 of this plan; or, in adult education centers 16 units of credit as stipulated on page 20. These must include twelve remedial, regular, and/or advanced language arts quinmester credits and four remedial, regular, and/or advanced mathematics quinmester credits. The principal may approve the substitution of special interest credits in language arts or mathematics if, in the principal's judgment, all basic skills standards for grade 11 will be met by the student and that the student can meet state basic skills requirements. The purpose of this diploma is to certify satisfactory completion of the high school program and to certify that the student has met all local and state standards required for graduation.

2. Certificate of Attendance

A student, attending school in grades 10-12 or adult programs, who is not able to qualify for a diploma may be awarded a certificate of attendance. Under normal conditions, the student is to have earned sixty credits, which do not necessarily conform to the required courses of study for the senior high school. Upon the recommendation of the principal and approval of the area superintendent or designee, a student may be granted a certificate of attendance after a minimum of at least twelve years of education (excluding kindergarten) if it is determined that the student will be unable to earn sixty quinmester credits or to meet the local or state standards required for graduation. The purpose of this certificate is to certify attendance for a stated period of time in a school program for a student who has not satisfactorily completed a high school program. A student qualifying for a certificate of attendance should be counseled and, for those who might be successful, provided the opportunity to pursue a high school diploma in the 10-12 program or in an adult education center.

H. Additional Provisions

1. The equivalent of up to eight principal-approved quinmester credits earned in adult or other dual enrollment programs may be applied to graduation requirements from a day school program. The same standards for course content and performance that apply to the credits earned in the regularly assigned school apply to credits earned in adult or dual enrollment programs.

2. Early admission allows the student to enter college following completion of grade 11, substituting two semesters of college for the third year of high school. (Student Acceleration in Florida Public Education: 3rd Annual Report to Florida Legislature, February 22, 1976)

3. Job entry permits a student who has reached the age of 16, completed grade 11, and met all requirements for promotion to 12th grade, to substitute 288 hours of supervised work experience for four quinmester credits, up to a maximum of twenty quinmester credits.

4. Each student in grades 7-12 must be scheduled for a minimum of 20 quinmester credits per year except under unusual circumstances approved by the principal. Seniors who need 12 or less credits to meet graduation requirements may be scheduled for less than a full schedule.

I. Required Courses of Study -- Grades Ten Through Twelve

1. A minimum of 15 units or 60 quinmester credits is required for graduation with no credit being granted for extracurricular activities, including athletics. The courses or subjects specified below are the minimum courses required for graduation.

Subject	Number of Units	Quinmester Credits
Language Arts	3	12
Mathematics[a]	1	4
Physical Education[b]	1	4
Science	1	4
Social Studies[c]	2	8
Electives	7	28

Instruction in Substance Abuse Education - Grades 10 or 11 or 12.

[a]Credits should be attempted in the 10th or 11th grade but credits must be earned prior to graduation. Schools may require additional mathematics credits as necessary to assist students in meeting minimum mathematics standards required for graduation.

[b]One unit exclusive of health, first aid and driver education. Activities such as drill team, baton twirling and marching band may not be substituted for required courses in physical education.

[c]Americanism vs. Communism and study in economic education, as established by law, are required for graduation. Four quinmester credits in American History or American History and Government are also required.

J. Required Courses of Study in the Adult High School Program

Grades Nine through Twelve (State Board of Education Rule 6A-6.20)

1. A minimum of 16 units is required to earn the high school diploma. Physical Education is neither accepted nor required for credit toward graduation through the Adult High School Program. (State Board of Education Rule 6A-6.20)

The courses or subjects specified below are the minimum required for graduation.

Subject	Number of Units
Language Arts	4
Mathematics	2
Science	2
U. S. History[a]	1
American Government[a]	1
Electives	6

[a]Americanism versus Communism and study in economic education as established by law, are required for graduation. (State Board of Education Rule 6A-1.95)

Units are earned by successful completion of course requirements and attainment of a satisfactory grade on a standardized end-of-course exam as approved by the Florida State Board of Education Rule 6A-6.20.

One unit is the equivalent of four quinmester credits.

NOTE: Credit requirements for an Adult High School Program diploma specify sixteen units which include units earned in ninth grade. An average adult student earns from ten to twelve units at the adult education center before graduation.

K. High School Equivalency Diploma

The High School Equivalency Diploma is awarded in accordance with State Board of Education Rule 6A-6.21 which states that the District Superintendent of Vocational and Adult Education may award state high school equivalency diplomas under the following conditions:

1. Minimum Age. A candidate shall be at least 18 years of age and not enrolled in a regular day school for youth at the time of application to be eligible for a high school equivalency diploma; provided, however, in justifiable cases as determined by the Superintendent or his designee, persons who are at least 16 years of age and not enrolled in a regular day school for youth may be permitted to take the tests and upon attaining satisfactory standing shall be awarded an equivalency diploma. In such instances, a signed statement of justification shall be submitted with the application.

2. Residence. A candidate shall be a resident of Florida. A candidate may be considered to be a resident of the State when he meets one or more of the following conditions: (a) owns a home or business in Florida at the time of application; (b) has filed a declaration of domicile with the Clerk of Circuit Court of his Florida county or residence; (c) registered to vote in local or state elections; (d) military service person stationed in Florida, or dependent of such military service person.

3. The State law requires that anyone who enrolls in the public schools of Florida is required to take a minimum of 30 hours of Americanism vs Communism before graduation. This may be included as a part of the American History and Government credit course. This is not required for anyone who meets all other requirements without actually enrolling in school.

4. Individual Application Required. Candidates must submit individual applications which provide essential personal data, education and training records, and information regarding residence.

5. Minimum Test Scores Required. Candidates must attain a minimum standard score of 40 or above on each of the five Tests of General Educational Development, and an average standard score of 45 or above on all five of the tests.

6. Retesting. Candidates who fail to attain the required minimum scores on their initial testing may retake the tests at the discretion of the local testing agent. After the second testing, they are eligible to retake the tests if they have made an overall minimum standard score of 215 and have failed to make a standard score of 40 on no more than two of the tests. All other candidates who fail three or more of the tests must fulfill the following requirements before being admitted to retake the tests:

   (a) A period of six months must elapse.

   (b) The six months' waiting period may be reduced to not less than three months for candidates who pursue intensive courses of study under qualified teachers in each subject failed. Written statements from qualified teachers must verify this systematic preparation.

7. The qualifying of individuals and the administration of the procedures shall be under the supervision of the Director of Adult Education Centers in the Office of Vocational and Adult Education.

IV. SUMMARY OF PUPIL PROGRESSION REQUIREMENTS - SECONDARY SCHOOL - Chart Follows

PUPIL PROGRESSION PLAN

		7	8	Meets State Requirements for Promotion	9	PROMOTION	10	11a	Meets State Requirements for Promotion	12a	GRADUATION**
LANGUAGE ARTS QUINMESTER CREDIT REQUIREMENTS	ALL SCHOOLS	4* quinmester credits	4* quinmester credits		4* quinmester credits	12 required, 4 of 12 earned from the Regular or Advanced Program or up to 16 total quinmester credits * b	4 quinmester credits	4 quinmester credits		4 quinmester credits	Diploma 12 earned in Remedial, Regular, or Advanced Programs d Certificate of Attendance 0 required
MATHEMATICS QUINMESTER CREDIT REQUIREMENTS	ALL SCHOOLS	4* quinmester credits	4* quinmester credits		4* quinmester credits	12 required, 4 of 12 earned from the Regular or Advanced Program or up to 16 total quinmester credits * b	4 quinmester credits	0 quinmester credits c		0 quinmester credits	Diploma 4 earned in Remedial, Regular, or Advanced Programs d Certificate of Attendance 0 required
ADDITIONAL QUINMESTER CREDIT REQUIREMENTS	5 period day schools	9 quinmester credits earned out of 12 attempted	9 quinmester credits earned out of 12 attempted		9 quinmester credits earned out of 12 attempted	Complete 27 of 36 quinmester credits attempted	12 quinmester credits	16 quinmester credits		16 quinmester credits	Diploma 44 required
	6 period day schools	12 quinmester credits earned out of 16 attempted	12 quinmester credits earned out of 16 attempted		12 quinmester credits earned out of 16 attempted	Complete 36 of 48 quinmester credits attempted					Certificate of Attendance 60 generally required
TOTAL QUINMESTER CREDIT REQUIREMENTS	5 period day schools	17 quinmester credits earned out of 20 attempted	17 quinmester credits earned out of 20 attempted		17 quinmester credits earned out of 20 attempted	Complete 51 of 60 quinmester credits attempted	20 quinmester credits	20 quinmester credits		20 quinmester credits	Diploma 60 required
	6 period day schools	20 quinmester credits earned out of 24 attempted	20 quinmester credits earned out of 24 attempted		20 quinmester credits earned out of 24 attempted	Complete 60 of 72 quinmester credits attempted					Certificate of Attendance 60 generally required

a. A student who is within four quinmester credits of the cumulative total necessary for promotion may be classified at the higher grade level but must acquire 60 quinmester credits, as specified, for graduation.

b. Two remedial quinmester credits may be substituted for 1 regular quinmester credit.

c. Four quinmester credits required if not earned in 10th grade.

d. Principals may approve the substitution of special interest credits in language arts or mathematics if, in the principal's judgment, basic skills standards will be met.

* For Principal Waiver, see p. 14, item 1.

** For Adult School Requirements, see Pages 20 and 21.

V. MINIMUM STANDARDS FOR PROMOTION AND PLACEMENT

On the following pages are the statewide minimal objectives in mathematics and communication skills developed by the Florida State Board of Education. These objectives are used as the basis for the Florida Statewide Assessment Program. In addition, these objectives will constitute the minimum standards for promotion from grades 3, 5, 8 and 11 in the Dade County Public Schools.

1976-77 STATEWIDE MINIMAL OBJECTIVES
For
MATHEMATICS

MATHEMATICS MINIMAL MILESTONE OBJECTIVES

1. The student will count quantities.
2. The student will read and write numbers.
3. The student will round numbers.
4. The student will put numbers in order according to size.
5. The student will determine equivalent forms of fractions, decimals, and percents.
6. The student will add whole numbers.
7. The student will subtract whole numbers.
8. The student will multiply whole numbers.
9. The student will divide whole numbers.
10. The student will add and subtract fractions.
11. The student will multiply fractions.
12. The student will add and subtract decimals.
13. The student will multiply and divide decimals.
14. The student will find percentages.
15. The student will tell time.
16. The student will measure time, distance, capacity, and weight.
17. The student will measure temperature.
18. The student will identify the value of coins and bills.
19. The student will determine the information needed to solve a problem.
20. The student will estimate solutions by rounding.
21. The student will solve real-world problems involving whole numbers.
22. The student will solve real-world problems involving fractions, decimals, and percents.
23. The student will solve money problems.
24. The student will solve measurement problems using metric and customary units.
25. The student will interpret graphs and tables.

MATHEMATICS MINIMAL OBJECTIVES FOR EACH GRADE

Third Grade

1. The student will count the number of objects in a set of no more than 100 objects.
4. The student will read and write 3-digit Arabic numerals.
7. The student, using a reference point, will identify in oral and written form the ordinal position of any object in a set of no more than 10.
19. The student will put in order any two whole numbers less than 100.
32. The student will add any four 1-digit numbers, sums to 18.
33. The student will add a 2-digit number and a 1-, 2-, or 3-digit number, without regrouping.
34. The student will add a 1-digit number and a 2-digit number, sums through 99, with regrouping.
37. The student will subtract basic combinations, sums through 18.
38. The student will subtract a 1-digit number from a 2-digit number, without regrouping.
39. The student will subtract any two 2-digit numbers, without regrouping.
47. The student will group twelve or fewer objects into sets of equal amount.
76. The student will state the days of the week.
90. The student will determine equivalent amounts using pennies, nickels, dimes, or quarters.
105. The student will determine the solution to real-world problems involving addition of two 2-digit numbers, without regrouping.
118. The student will determine the solution to real-world problems involving two purchases totaling no more than 50¢ and addition or subtraction.

Fifth Grade

2. The student will count the number of objects in a set of no more than 500 objects.
5. The student will read and write 4-digit Arabic numerals.
8. The student, using a reference point, will identify in oral and written form the ordinal position of any object in a set of no more than 101.
9. The student will read and write word names for 1-digit numbers.
13. The student will round a whole number less than 100 to the nearest ten.
20. The student will put in order any three whole numbers less than 1,000.
23. The student will identify fractional parts or equivalent fractional parts using whole units or sets of objects that have been separated into halves, fourths, fifths, eighths, or tenths.
35. The student will add any four numbers of up to 3 digits.
40. The student will subtract any two 4-digit numbers.
42. The student will determine basic multiplication combinations, products through 30.
44. The student will multiply a 1-digit and a 3-digit number (partial products through 30).
48. The student will determine basic division combinations, dividends through 30.
50. The student will divide a 3-digit number by a 1-digit number with remainder zero, without regrouping.
54. The student will add two proper fractions having like denominators, without simplification.
58. The student will subtract two proper fractions having like denominators, without simplification.
74. The student will tell time on the hour, half hour, and quarter hour.
77. The student will state the months of the year.
78. The student will state the date by month, day, and year, using a calendar.
81. The student will determine length, width, or height by measuring objects no more than 30 centimeters or a foot.
84. The student will determine capacity by measuring quantities in metric cups and liters, or cups, pints, and quarts.
87. The student will determine weight by measuring to the nearest kilogram and pound.
91. The student will determine equivalent amounts of up to five dollars using coins and paper currency.
94. In solving a real-world problem having one step, the learner will determine whether insufficient, sufficient, or extraneous information is given.
96. The student will estimate the solution to a real-world addition problem involving up to two 2-digit numbers rounded to the nearest ten.
99. The student will estimate the solution to a real-world subtraction problem involving up to 2-digit numbers rounded to the nearest ten.
106. The student will determine the solution to real-world problems involving addition of three 3-digit numbers.
107. The student will determine the solution to real-world problems involving subtraction of two 3-digit numbers.
109. The student will determine the solution to real-world problems involving multiplication of a 1-digit number and a 3-digit number (partial products through 30).
113. The student will determine the solution to real-world problems involving addition or subtraction of proper fractions with like denominators.
119. The student will determine the solution to real-world problems involving three purchases totaling less than one dollar and addition or subtraction with change from a five dollar bill.
133. The student will read and determine relationships described by pictographs expressed in whole units and simple tables.

Eighth Grade

3. The student will count the number of objects in a set of no more than 1,000 objects.
6. The student will read and write 7-digit Arabic numerals.
10. The student will read and write word names for 2-digit numbers.
12. The student will read and write fractions having denominators of 2, 3, 4, 5, 6, 8, 10, 20, 25, 50, or 100.
14. The student will round a whole number less than 10,000 to any designated place.
16. The student will round a number less than 10 with no more than two decimal places to the nearest whole number.
21. The student will put in order any three whole numbers less than 10,000.
24. The student will identify a fraction that is equivalent to a given proper fraction having a denominator of 2, 3, 4, 5, 6, 8, 10, 20, 25, 50, or 100.
25. The student will identify an improper fraction that is equivalent to a mixed number having a whole number component less than ten and a fractional component stated in halves, thirds, fourths, fifths, or tenths.
28. The student will state in percent form the equivalent of a two-place decimal number less than 1.00.
29. The student will state in decimal form the equivalent of a whole number percent less than 100%.
30. The student will identify a decimal or percent that is equivalent to a proper fraction having a denominator of 10 or 100.
36. The student will add any three 4-digit numbers.
41. The student will subtract any two 5-digit numbers.
43. The student will determine basic multiplication combinations, products through 81.
45. The student will multiply a 2-digit number and a 3-digit number.
49. The student will determine basic division combinations, dividends through 81.
51. The student will divide a 5-digit number by a 1-digit number.
52. The student will divide a 3-digit number by a 2-digit number.
55. The student will add two proper fractions having unlike denominators.
56. The student will add two mixed numbers having whole number components less than 10.
59. The student will subtract two proper fractions having unlike denominators.
60. The student will subtract two mixed numbers with the fractional components having like denominators, with fractional regrouping.
63. The student will multiply two proper and/or improper fractions.
65. The student will add three numbers, each having no more than two decimal places.
66. The student will subtract two numbers, each having no more than two decimal places.
67. The student will multiply a whole number and a number having no more than two decimal places.
68. The student will multiply two decimal fractions, both named in tenths or in hundredths.
70. The student will divide a decimal fraction named in tenths or hundredths by a 2-digit whole number.
72. The student will multiply a whole number and a whole number percent less than 100.
75. The student will tell time in hours and minutes.
79. The student will determine his/her age in years and months.
82. The student will determine length, width, or height by measuring objects to the nearest centimeter or meter, or ¼ inch, ½ foot, and yard.
85. The student will determine capacity by measuring quantities in teaspoons, tablespoons, and gallons.
88. The student will determine weight by measuring to the nearest gram and ounce.
89. The student will determine the temperature using a Farenheit or Celsius thermometer.
92. The student will determine equivalent amounts of up to twenty dollars using coins and paper currency.
95. In solving a real-world problem having two steps, the learner will determine whether insufficient, sufficient, or extraneous information is given.
97. The student will estimate the solution to a real-world addition problem involving up to 4-digit numbers rounded to the nearest hundred or thousand.
100. The student will estimate the solution to a real-world subtraction problem involving up to 4-digit numbers rounded to the nearest hundred or thousand.
102. The student will estimate the solution to a real-world multiplication problem involving two 2-digit numbers rounded to the nearest ten and/or two 3-digit numbers rounded to the nearest hundred.
103. The student will estimate the solution to a real-world division problem involving a 2-digit whole number divisor and a 3-digit whole number dividend, each rounded to the nearest ten.
108. The student will determine the solution to real-world problems involving addition or subtraction of 4-digit numbers.
110. The student will determine the solution to real-world problems involving multiplication of a 2-digit number and a 3-digit number.
112. The student will determine the solution to real-world problems involving averages and no more than two distinct operations.
114. The student will determine the solution to real-world problems involving addition or subtraction of proper fractions with unlike denominators.
115. The student will determine the solution to real-world problems involving multiplication of proper fractions.
120. The student will determine the solution to real-world problems involving purchases totaling less than ten dollars with change from a twenty dollar bill.

Eighth Grade, continued

121. The student will determine the solution to real-world problems involving comparison shopping for purchases less than ten dollars.
126. The student will solve a problem related to length, width, or height using centimeters and meters, or feet, inches, and yards.
129. The student will solve a problem involving capacity using liters, cups, pints, or quarts, and addition or subtraction, without conversion.
131. The student will solve a problem involving weight using grams, kilograms, ounces, and pounds, and addition or subtraction, without conversion.
134. The student will read and determine relationships described by bar graphs and pictographs.

Eleventh Grade

11. The student will read and write word names for 3-digit numbers.
15. The student will round a whole number less than 1,000,000 to any designated place.
17. The student will round a number less than 100 with no more than three decimal places to any designated place.
18. The student will round a mixed number with a whole number component less than 100 to the nearest whole number.
22. The student will put in order any three whole numbers that are in denominations through billions (ten thousands, hundred thousands, millions).
26. The student will identify an improper fraction that is equivalent to a mixed number having a whole number component less than 100.
27. The student will identify a mixed number having a whole number component less than 100 that is equivalent to an improper fraction.
31. The student will identify a decimal or percent that is equivalent to a proper fraction having a denominator of 2, 3, 4, 5, 20, 25, 50, or 1,000.
46. The student will multiply two 3-digit numbers.
53. The student will divide a 5-digit number by a 2-digit number.
57. The student will add two mixed numbers having whole number components less than 100.
61. The student will subtract a whole number and a mixed number.
62. The student will subtract two mixed numbers.
64. The student will multiply a whole number and a mixed number.
69. The student will multiply two numbers, each having no more than two decimal places.
71. The student will divide two numbers, each having no more than two decimal places.
73. The student will multiply a number with no more than two decimal places and a whole number percent less than 100.
80. The student will determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months, or years.
83. The student will determine length, width, or height by measuring objects to the nearest millimeter or ⅛ inch.
86. The student will determine capacity by measuring quantities in milliliters.
93. The student will determine equivalent amounts of up to one hundred dollars using coins and paper currency.
98. The student will estimate the solution to a real-world addition problem involving up to 5-digit numbers rounded to the nearest thousand or ten thousand.
101. The student will estimate the solution to a real-world subtraction problem involving up to 5-digit numbers rounded to the nearest thousand or ten thousand.
104. The student will estimate the solution to a real-world problem by rounding to the designated place.
111. The student will determine the solution to real-world problems involving one or two distinct whole number operations.
116. The student will determine the solution to real-world problems involving decimal fractions or percents and one or two distinct operations.
117. The student will determine the solution to real-world problems involving fractions, mixed numbers, decimals, or percents, and one or two distinct operations.
122. The student will determine the solution to real-world problems involving comparison shopping.
123. The student will determine the solution to real-world problems involving rate of interest and the estimation of the amount of simple interest.
124. The student will determine the solution to real-world problems involving purchases and a rate of sales tax.
125. The student will determine the solution to real-world problems involving purchases and a rate of discount given in fraction or percent form.
127. The student will solve a problem related to length, width, or height using metric or customary units up to kilometers and miles, conversion within the system.
128. The student will solve a problem involving the area of a rectangular region using metric or customary units.
130. The student will solve a problem involving capacity using units given in a table (milliliters, liters, teaspoons, cups, pints, quarts, gallons), conversion within the system.
132. The student will solve a problem involving weight using units given in a table (milligrams, grams, kilograms, metric tons, ounces, pounds, tons), conversion within the system.
135. The student will read and determine relationships described by line graphs, circle graphs, and tables.

1976-77 STATEWIDE MINIMAL OBJECTIVES
For
COMMUNICATION SKILLS
(Reading and Writing)

COMMUNICATION SKILLS MINIMAL MILESTONE OBJECTIVES

1. The student will acquire a basic vocabulary.
2. The student will determine word meaning from the way the word is used in a passage.
3. The student will determine word meaning from a knowledge of word parts.
4. The student will spell words correctly.
5. The student will determine whether different messages have the same meaning.
6. The student will determine the main idea of a message.
7. The student will find information in a message.
8. The student will determine the causes and effects of events and actions.
9. The student will determine the logical generalizations which can be drawn from a message.
10. The student will distinguish fact from fantasy, opinion, and supposition.
11. The student will recognize false and invalid statements.
12. The student will follow oral and written directions.
13. The student will identify appropriate sources for needed information.
14. The student will use appropriate reference skills with dictionaries, tables of contents, and maps.
15. The student will organize objects, information, and ideas into logical groupings and orders.
16. The student will compose grammatically correct sentences.
17. The student will write messages which supply the necessary information.
18. The student will fill out common forms completely and accurately.
19. The student will punctuate correctly.
20. The student will capitalize correctly.
21. The student will write legibly.

NOTE: In reading, many objectives are repeated at successive grades with increasingly more difficult reading materials. The statewide objectives are based on minimum readability levels for materials, with the expectation that most students will be able to read more difficult materials. These minimum readability levels are:

11th grade, at least 7.0	5th grade, at least 3.0
8th grade, at least 5.0	3rd grade, at least 1.5

COMMUNICATION SKILLS MINIMAL OBJECTIVES FOR EACH GRADE

Third Grade

1. The student will associate printed words with their oral equivalents.
10. The student will associate compound words with their component words.
14. The student will spell correctly his/her first and last name.
15. The student will spell correctly words on the state adopted basic spelling list.
18. The student will determine whether different sentences have the same meaning.
20. The student will determine the main idea stated in a paragraph.
23. The student will find who, what, where, when, which, and how information in a selection.
27. The student will determine the stated effect of an action.
31. The student will identify story outcomes.
36. The student will distinguish between real and unreal.
40. The student will identify irrelevant statements.
44. The student will follow oral directions to complete a task requiring two steps.
46. The student will follow written directions to complete a task requiring two steps.
53. The student will locate by first letter a word within an alphabetized list.
59. The student will use a table of contents to identify the location (page number) of a specific story.
68. Given appropriate headings, the student will classify familiar pictures, shapes, colors, and three-dimensional objects.
73. The student will use an appropriate organizational pattern for groups of pictures.
97. The student will accurately complete forms requiring his/her name and age.
103. The student will use a period to complete a simple declarative sentence.
112. The student will capitalize the first letter of the first word of a simple sentence.
113. The student will capitalize the word I.
117. The student will write his/her name legibly.

Fifth Grade

1. The student will associate printed words with their oral equivalents.
2. The student will associate words with antonyms and synonyms.
5. The student will determine the meaning of a word using synonym and definition clues.
10. The student will associate compound words with their component words.
11. The student will associate contractions with their component words.
12. The student will associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) with a given context.
15. The student will spell correctly words on the state adopted basic spelling list.
16. The student will spell correctly his/her address.
18. The student will determine whether different sentences have the same meaning.
19. The student will determne whether different paragraphs have the same meaning.
20. The student will determine the main idea stated in a paragraph.
23. The student will find who, what, where, when, which, and how information in a selection.
24. The student will determine the order of details in a selection.
28. The student will determine the stated cause of an action.
31. The student will identify story outcomes.
32. The student will determine an appropriate conclusion.
36. The student will distinguish between real and unreal.
37. The student will distinguish between facts and opinions.
40. The student will identify irrelevant statements.
41. The student will identify conclusions based upon insufficient evidence.
45. The student will follow oral directions to complete a task requiring three steps.
47. The student will follow written directions to complete a task requiring three steps.
49. The student will identify the appropriate source to obtain information on the spelling and meaning of a word.
54. The student will locate by third letter a word within an alphabetized list.
55. The student will alphabetize words by using the first letter.
57. The student will locate an entry word.
60. The student will use a table of contents to identify the major section most likely to contain a specific type of information.
62. The student will use an index to locate a major topic by page number.
65. The student will locate information identified by major map symbols.
69. Given appropriate headings, the student will classify words which name objects with similar characteristics.
74. The student will use an appropriate organizational pattern for segments of a story.
77. The student will write the plural forms of nouns.
78. The student will use the appropriate form of common regular verbs.
81. The student will write simple declarative sentences which have simple subjects and simple verbs and which use appropriate English word order.

Fifth Grade, continued

82. The student will write simple declarative sentences having compound subjects and/or verbs.
91. The student will list the items or steps necessary for a specific activity.
98. The student will accurately complete forms which request his/her address, phone number, date and place of birth, and parents' or guardians' names.
104. The student will use a period to complete abbreviations of common titles (Mr., Dr.).
105. The student will use a question mark to complete a simple interrogative sentence.
109. The student will use a comma to separate names of states from names of cities in an address.
110. The student will use a comma to separate the year from the day of the month in a date.
114. The student will capitalize proper nouns which name persons, days of the week, and months of the year.

Eighth Grade

1. The student will associate printed words with their oral equivalents.
2. The student will associate words with antonyms and synonyms.
3. The student will associate words with their literal definitions.
5. The student will determine the meaning of a word using synonym and definition clues.
6. The student will determine the meaning of a word using familiar expression clues.
7. The student will determine the meaning of a word using comparison and contrast clues.
8. The student will determine the meaning of a word using summary clues.
10. The student will associate compound words with their component words.
11. The student will associate contractions with their component words.
12. The student will associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) with a given context.
13. The student will associate the appropriate derived words (prefixes and suffixes) with a given context.
15. The student will spell correctly words on the state adopted basic spelling list.
17. The student will spell correctly months of the year, days of the week, and numbers from zero to one hundred twenty-one.
18. The student will determine whether different sentences have the same meaning.
19. The student will determine whether different paragraphs have the same meaning.
20. The student will determine the main idea stated in a paragraph.
21. The student will determine the main idea inferred from a paragraph.
23. The student will find who, what, where, when, which, and how information in a selection.
24. The student will determine the order of details in a selection.
25. The student will find details which are related to a main idea.
29. The student will determine the stated cause and effect of an action.
31. The student will identify story outcomes.
32. The student will determine an appropriate conclusion.
33. The student will infer story endings.
34. The student will infer feelings and emotions.
36. The student will distinguish between real and unreal.
37. The student will distinguish between facts and opinions.
38. The student will identify an unstated opinion.
40. The student will identify irrelevant statements.
41. The student will identify conclusions based upon insufficient evidence.
42. The student will identify inaccurate characterizations (stereotypes).
48. The student will follow written directions to complete a task requiring five steps.
50. The student will identify the appropriate source to obtain information on goods and services.
51. The student will identify the appropriate source to obtain information on day-to-day events.
56. The student will alphabetize words by using the first two letters.
58. The student will select an appropriate definition for a word used in a specific context.
61. The student will use a table of contents to identify the chapter most likely to contain information on a specified subject.
63. The student will use an index to locate a subtopic by page number.
66. The student will use directions to locate a specific place on a political map (a map showing states and/or countries).
70. The student will group and generate headings for similar words and objects.
75. The student will use an appropriate organizational pattern for sets of simple directions or procedures.
77. The student will write the plural forms of nouns.
78. The student will use the appropriate form of common regular verbs.
79. The student will use the appropriate form of common irregular verbs.
83. The student will write simple interrogative sentences which have simple subjects and simple verbs and which use appropriate English word order.
84. The student will write simple interrogative sentences using compound subjects and/or verbs.
85. The student will combine two or more related simple declarative sentences to produce a compound sentence.
88. The student will include the necessary information when addressing envelopes.

Eighth Grade, continued

89. The student will include the necessary information when recording telephone messages, limited to the caller's name and phone number.
92. The student will include the necessary information when writing statements telling who, what, when, where, and how.
95. The student will select the specific word for the message to be conveyed.
99. The student will accurately complete forms requiring gridding.
100. The student will complete order blanks accurately.
101. The student will complete a check and its stub accurately.
106. The student will use an apostrophe to form contractions.
107. The student will use an apostrophe to show the possessive of singular and plural nouns which do not end in *s*.
111. The student will use a comma to separate items in a series.
115. The student will capitalize proper nouns which name streets, cities, states, and countries.
116. The student will capitalize commonly used abbreviations.
118. The student will write messages legibly.

Eleventh Grade

1. The student will associate printed words with their oral equivalents.
2. The student will associate words with antonyms and synonyms.
3. The student will associate words with their literal definitions.
4. The student will associate words with their connotative definitions.
5. The student will determine the meaning of a word using synonym and definition clues.
6. The student will determine the meaning of a word using familiar expression clues.
7. The student will determine the meaning of a word using comparison and contrast clues.
8. The student will determine the meaning of a word using summary clues.
9. The student will determine the meaning of a word using mood or situation clues.
10. The student will associate compound words with their component words.
11. The student will associate contractions with their component words.
12. The student will associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) with a given context.
13. The student will associate the appropriate derived words (prefixes and suffixes) with a given context.
15. The student will spell correctly words on the state adopted basic spelling list.
18. The student will determine whether different sentences have the same meaning.
19. The student will determine whether different paragraphs have the same meaning.
20. The student will determine the main idea stated in a paragraph.
21. The student will determine the main idea inferred from a paragraph.
22. The student will determine the main idea inferred from a selection.
23. The student will find who, what, where, when, which, and how information in a selection.
24. The student will determine the order of details in a selection.
25. The student will find details which are related to a main idea.
26. The student will identify details which are inferred from a selection.
30. The student will determine the inferred cause and effect of an action.
31. The student will identify story outcomes.
32. The student will determine an appropriate conclusion.
33. The student will infer story endings.
34. The student will infer feelings and emotions.
35. The student will determine outcomes based on inferences and facts.
36. The student will distinguish between real and unreal.
37. The student will distinguish between facts and opinions.
38. The student will identify an unstated opinion.
39. The student will differentiate among facts, opinions, and hypotheses.
40. The student will identify irrelevant statements.
41. The student will identify conclusions based upon insufficient evidence.
42. The student will identify inaccurate characterizations (stereotypes).
43. The student will identify inaccurate assumptions.
52. The student will identify the appropriate source to obtain extensive information on a topic.
58. The student will select an appropriate definition for a word used in a specific context.
64. The student will use an index to identify the location of information requiring the use of cross-references.
67. The student will use highway and city maps.
71. The student will group and generate headings for words and phrases which represent abstract ideas.
72. The student will group and generate headings for information collected for a report.
76. The student will use an appropriate organizational pattern for a series of words which progress from specific to general or from general to specific.
77. The student will write the plural forms of nouns.
78. The student will use the appropriate form of common regular verbs.

Eleventh Grade, continued

79. The student will use the appropriate form of common irregular verbs.
80. The student will make subjects and verbs agree.
86. The student will write compound declarative sentences.
87. The student will write complex declarative sentences.
90. The student will include the necessary information when recording telephone messages, limited to three items the caller wishes to convey.
93. The student will include the necessary information when writing letters to supply or request information.
94. The student will include the necessary information when writing brief statements which include the key elements of a process or event.
96. The student will add words and/or phrases to clarify the thought when necessary.
102. The student will accurately complete forms used to apply for a driver's license, employment, entrance to a school or training program, insurance, and credit.
108. The student will use an apostrophe to show the possessive of singular and plural nouns which end in *s*.

VI. REPORTING STUDENT PROGRESS

A. Report Cards, K-12

1. Beginning with the 1977-78 school year, all schools shall use a standard report card appropriate for the school level; elementary, junior, or senior high, as the primary means of reporting student progress.

2. With the approval of the area superintendent, schools may develop additional or supplementary reporting instruments which may be used in conjunction with the standard report card.

3. Report cards are to be issued for all students, K-12, four times a year according to the schedule established in Procedures and Schedules - Opening of Schools. A report card will also be issued at the close of the summer quinmester to all students, K-12, who attended any portion of the summer quinmester.

B. Report Card Grades

1. Report card grades are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement, effort, and conduct.

2. Students' academic grades are to reflect their academic achievement. Students who receive passing grades on their report cards can be assumed to be working within a range acceptable for the grade or subject. In regular basic skills classes, a passing grade indicates the student is performing above a remedial level.

3. Grades in subjects taken at a remedial level may reflect students' progress toward remediation of their basic skills deficits and do not reflect expected achievement for the grade level; these grades must be clearly indicated as remedial.

4. Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and parents are also to be advised of districtwide standards for promotion and graduation as applied to the student's grade placement.

5. Grades in conduct and effort are to reflect objectively the student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students. EFFORT implies the degree to which a pupil has demonstrated a desire to learn or to engage in learning tasks which should lead to a mastery of educational goals. CONDUCT implies the degree to which a student relates to others in socially acceptable ways.

6. Students are to receive grades in all required programs in the elementary school and in all courses in which they are enrolled in the secondary school. If the student has not been enrolled in a program for sufficient time for the teacher to evaluate the student's performance, an appropriate notation should be made on the report card.

7. If the principal of a school feels it is necessary to change a pupil's grade in any subject at the end of a quinmester, the principal shall consult with the teacher who issued the original grade; give his reasons in writing for the necessary change to the teacher; and place a copy of his reasons in the pupil's cumulative folder.

   If a change in grade is made, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

C. Notices to Parents and Students

1. Parents or adult students are to be notified in writing at any time during a grading period when it is apparent that the student may fail or is performing unsatisfactorily in any course or grade level.
2. Parents are to be notified at any time during the grading period when it becomes evident the student's effort or conduct grades are unsatisfactory.
3. It is recommended that schools notify parents of a student's exemplary achievement or significant improvement in the same manner as unsatisfactory work notices are issued.
4. Parents of students in grades 1-11 are to receive reports on their child's performance on the standardized tests administered as part of the countywide achievement testing program. Parents of those students tested through the State Assessment Program will receive reports on their child as they are made available by the state. These reports will be distributed through the Planning and Evaluation Department.

VII. PROVISIONS FOR SPEAKERS OF LANGUAGES OTHER THAN ENGLISH AND EXCEPTIONAL CHILD STUDENTS

1. Students in the English for Speakers of Other Languages program will be required to meet the same standards as any other student. The standards can be met, however, in the language(s) in which the students are instructed. For high school graduation, however, the students must demonstrate proficiency in English.

2. Requirements regarding minimal objectives for students enrolled in the Exceptional Child program are to be developed by the Florida State Board of Education.